

Using Institutional Data to Assess Program (and Student) Success



Pacific's 3rd Annual Assessment Conference, Feb. 2019

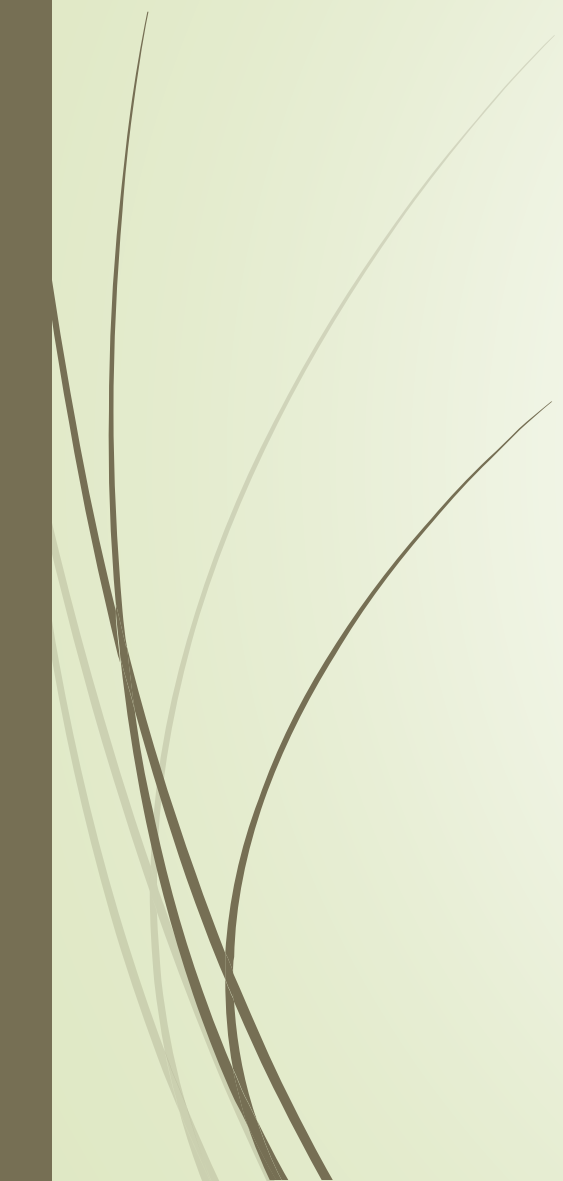
Melanie Hash, Manager, Student Writing Center

Eileen Camfield, Executive Director, Student Academic Support Services



The Bad News

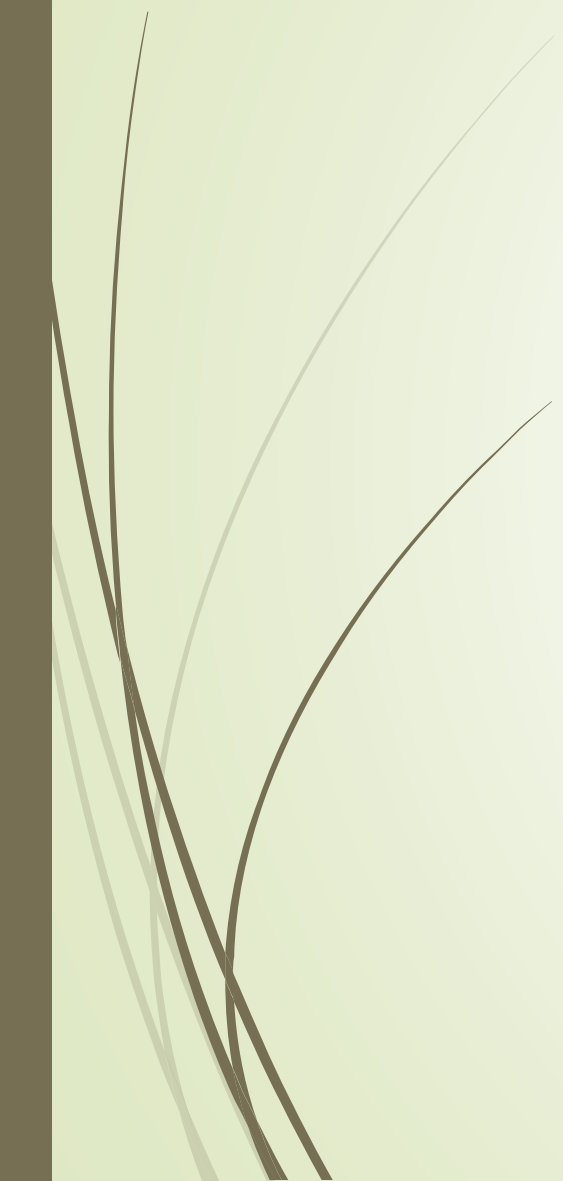
Students with “remedial” needs are less likely to persist at Pacific.

- Overall, only 76.3% return for a second year at Pacific (compared to 85.5% of students without such needs).
 - More than half of new freshmen who fail to complete PACS 1 in their first term do not return for a second year.
 - **How do we change these outcomes?**
- 



Summer Bridge Program

Intervention Outcomes:

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- Provide a sense of belonging that translates into student persistence.
 - Build writing skills to optimize success in first-year writing.

Who were these students?

- In addition to low SAT scores which placed them into developmental writing...
- 1st gen.
- Low income (Stockton area)
- First language not English



Objective: Build Writing Self-Efficacy

- Self-Efficacy is constructed with 3 central pillars
 - Modeling
 - Mastery experiences
 - Messages that empower





Building Skills: “Creating an A Paper”

- **Scaffolding assignments as mastery experiences**
- **Activate agency**
 - Literacy narrative to reflect on past experiences, uncover ways they define writing, find/celebrate voice
 - Choose topics based on interest
 - Empowered peer review, honoring their perspectives as readers.
- **Explore modes of discourse**
 - Using **reading** as stylistic models
- **Practice specific aspects of composition**
 - Thesis writing, concept-mapping, outlining
 - Grammar taught rhetorically (in-context)

But skills are not enough...

- deficit thinking
- stereotype threat
- imposter syndrome
- learning *dis*-invitations



Affective Elements & Learning Invitations

- “We believe in you.”
 - Assumed success (“default” scheduling was into PACS 1 Plus)
 - Transparency re: Growth Mindset
 - Success Celebrations
- “We honor your stories.”
 - Reflection
 - Integration
- **“You belong.”**



You are supported...

- Course held in Student Writing Center
- Librarian presentation
- Student Life workshops
- Impromptu “advising” opportunities (Q&A)
- Closing letters to each other

➤ And the impact?



Institutional Data: Student Retention and Academic Performance

Cohort	Retention Rate	PACS 1 Plus Grades (mean)	(Range)	PACS 2 Grades (mean)	(Range)	Overall GPA
Summer 2015	87.5%	3.20 B (SD 0.42)	2.0 (C) to 4.0 (A)	3.25 B/B+ (SD 0.54)	2.0 (C) to 4.0 (A)	3.07 B
	17 completed Bridge; 16 enrolled in PACS 1 Plus; 15 in PACS 2. (1) Non-matriculation due to finances. (1) Withdrawal due to academics. (1) Withdrawal due to personal reasons. 14 still enrolled at Pacific (through spring 2018; 6 semesters later).	[Overall average for all PACS 1 Plus students was 3.00] [Overall average for all PACS 1 students was 3.28]	2 A's 13 B's 1 C	[Overall average for all PACS 2 students was 3.29]	7 A's 6 B's 2 C's	[after 6 semesters]
Summer 2016	94%	3.29 B+ (SD 0.56)	2.0 (C) to 4.0 (A)	3.68 B+/A- (SD 0.24)	0.0 (F) to 4.0 (A)	2.97 B-/B
	17 completed Bridge; 16 enrolled in PACS 1 Plus. (1) Non-matriculation due to finances. (1) Withdrawal due to academics. 15 still enrolled at Pacific (through spring 2018; 4 semesters later).	[Overall average for all PACS 1 Plus students was 3.02] [Overall average for all regular PACS 1 students 3.26]	6 A's 9 B's 1 C	[Overall average for all PACS 2 students was 3.20]	11 A's 3 B's 2 F/W	[after 4 semesters]
Summer 2017	100%	3.31 B+ (SD 0.44)	2.7 (B-) to 4.0 (A)	3.39 B+	0.0 (F) to 4.0 (A)	2.92 B-/B
	17 completed Bridge; 17 enrolled in PACS 1 Plus. 17 still enrolled at Pacific (through fall 2018; 3 semester later).	[Overall average for all PACS 1 Plus students was 3.02] [Overall average for all PACS 1 students was 3.21]	5 A's 12 B's		8 A's 5 B's 1 C's	[after 2 semesters]
Summer 2018	100%	3.70 A- (SD 0.38)	3.0 (B) to 4.0 (A)	TBD		3.3 B+
	12 completed Bridge; 12 enrolled in PACS 1 Plus. 12 still enrolled at Pacific (after fall 2018, 1 semester)		9 A's 3 B's			[after 1 semester]

In closing...

- As we design our courses and programs, it's not just about content or skills.
- All students are “at risk;” mattering matters...
- Institutional data can help us evaluate success.

